
THE COMMONWEALTH OF MASSACHUSETTS

State Normal School Fitchburg

Three Year Course for Elementary Teachers

Four Year Degree Course for Junior High School Teachers

Four Year Degree Course for Practical Arts Teachers



1931

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1930/31

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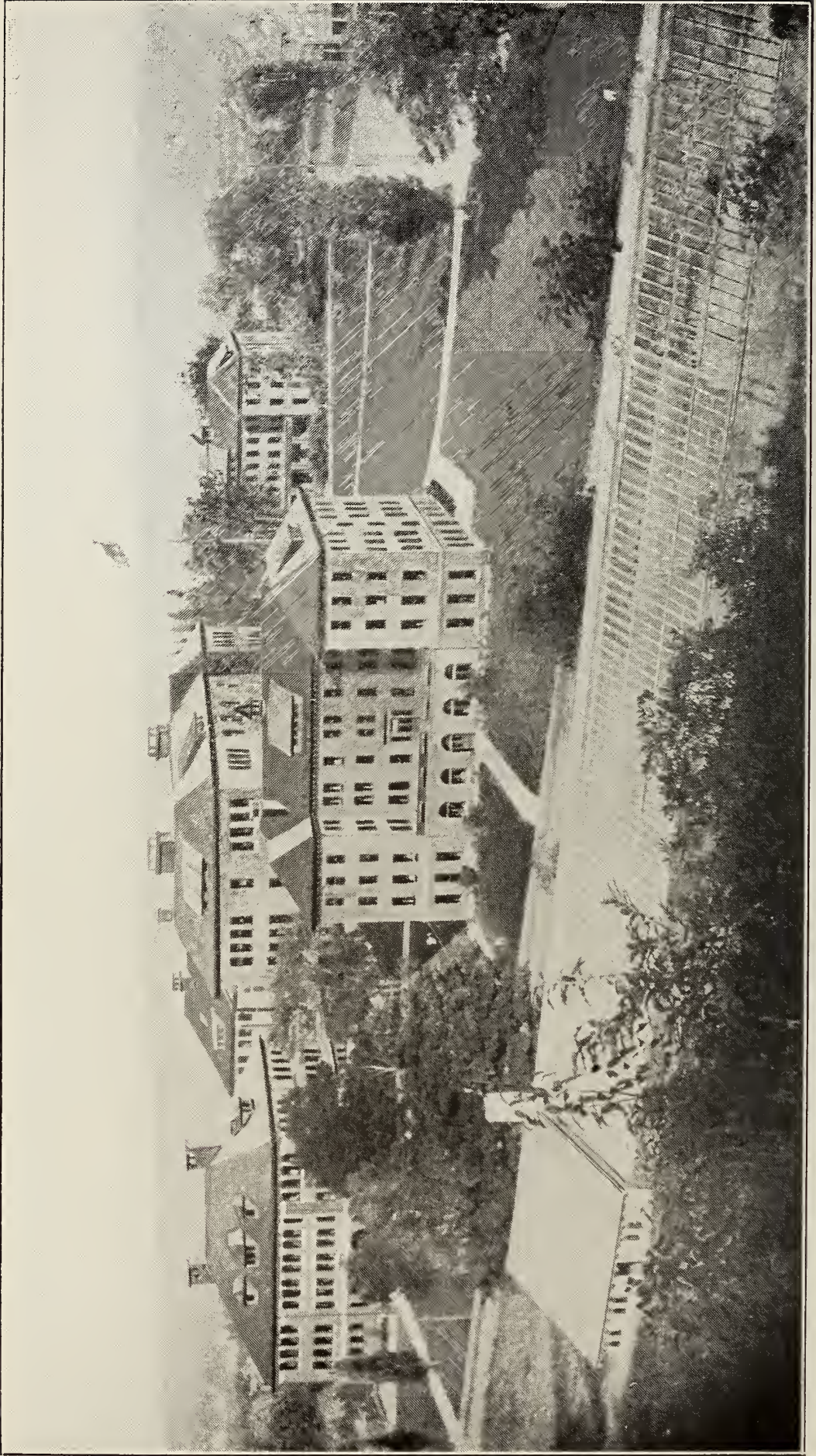
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GEORGE H. VARNEY, Business Agent
ARTHUR B. LORD, Supervisor of Office Organization

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KATHERINE M. MCCARTY	Reading and Language
FLORENCE D. CONLON	Handwork and Drawing
ARTHUR C. HARRINGTON	History and Civics
JOHN L. RANDALL	Nature Study and Gardening
SUSAN M. WILLIAMS	English
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FRANK A. CROSIER	Physical Training
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GERTRUDE E. BRADT	Dean of Women, Ethics
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HATTIE L. HAWLEY	Psychology and History
JOSEPHINE BOLGER, Substitute	Physical Training

Practical Arts Department

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C. BLAIR MACLEAN	Mechanical Drawing
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MARGUERITE L. GOURVILLE	Asst. Supervisor Physical Training
THOMAS C. SAWYIER	Penmanship

JUNIOR HIGH SCHOOL

MARY McCONNELL, Principal	ANNA E. SIMMONS,
*MARION E. ROWLEY, Household Arts	Geography and Science
EDWARD KNOWLES,	LINA GRAMMONT, French and English
Arithmetic and Science	GERTRUDE M. CUNNINGHAM, History
HENRY P. HEALY,	MADELINE Z. WOLFE, Substitute,
Arithmetic and English	Household Arts

EDGERLY SCHOOL — First Six Grades

LOUISE WINGATE, Principal
ELMA M. JOHNSON, Supervisor

MAUDE L. CRAIG, Supervisor
RACHEL S. BRUCE, Supervisor

DAY STREET SCHOOL — First Six Grades

MARION F. ANTHONY, Principal
KATHERINE F. McCONNELL, Supervisor

MARIE M. GEARAN, Supervisor
HELEN F. LOUD, Kindergartner

HIGHLAND AVENUE SCHOOL — First Three Grades

IRENE L. SMITH, Principal

Administration

MAUD A. GOODFELLOW, Chief Clerk
HELEN M. O'HORO, Senior Clerk
RAUHA WAYRYNEN, Junior Clerk
LEWIS FISH, M.D., Medical Examiner

*Absent on leave

CALENDAR

1931

January 5, Term begins
February 20, Term ends
March 2, Term begins
April 3, Good Friday
April 20, Patriots' Day
April 24, Term ends
May 4, Term begins
June 4 and 5, Entrance Examinations
June 15, Graduation
July 6, Summer School opens
July 31, Summer School closes

September 8, Schools of Observation
and Practice open
September 9, 10, 11, Normal School
Conference
September 14 and 15, Entrance
Examinations
September 16, Normal School opens
October 12, Columbus Day
November 11, Armistice Day
November 26-29, Thanksgiving Day
Recess
December 23, Fall term ends

1932

January 4, Winter term begins
January 29, First Semester ends
February 1, Second Semester begins
February 22, Washington's Birthday
February 26, Winter term ends
March 7, Term begins
School session 9:00 A.M. to 3:00 P.M.

March 25, Good Friday
April 19, Patriots' Day
April 29, Term ends
May 9, Term begins
May 30, Memorial Day
June 20, Graduation

STATE NORMAL SCHOOL

FITCHBURG, MASSACHUSETTS

A State Program of Teacher Training

The State of Massachusetts provides a comprehensive program of professional preparation for teaching in ten Normal Schools. The department of education has established uniform policies governing the administration of these schools for the purpose of insuring the best possible training for the teachers of the children in the public schools.

Since the founding of the first normal school in America at Lexington ninety years ago, Massachusetts has adhered strictly to the principle that such schools shall be conducted solely for teacher training and not for the more general purpose of furnishing higher education of an academic type.

Admission to a normal school is therefore restricted to high school graduates who wish to specialize in the field of teacher preparation. Reasonably high standards of scholarship in secondary school work are required for admission by certificate or examination. In addition, every applicant must pass a physical examination by the school physician and present evidence of possessing those traits of character and personality essential to teaching.

Despite the surplus of normal school graduates in 1930, it is fair to state that school departments in Massachusetts are ready to employ after graduation those young men and women whose records in normal school show that they possess sound habits of study, high moral character, teaching aptitude, and a love for children and school work. The opportunities in this field today were never better for those who possess better than average intelligence and a genuine desire to serve.

Present Salary Schedules for Teachers

The Annual Report of the Department of Education for 1927 contains the most recent data on compensation for teaching in four types of communities ranging from the smaller towns with a population under 5000 up to the larger cities. These figures show that there has been a marked increase in the salaries paid to teachers during the past two decades. A comparison of the present schedule with the compensation earned in similar types of professional work shows that the taxpayers in this State stand ready to recognize the present standards of preparation established in the three- and four-year courses offered at the Fitchburg Normal School.

Normal School and Training Facilities

Fitchburg Normal School has a desirable site, covering twenty-three acres of land in a district that is convenient to the center of the city and railroad and bus connections. The location is on high land. The outlook is most attractive, including Mt. Wachusett on one side and Pearl Hill on the other.

The property consists of the main Normal School building, two dormitories, a training school for elementary grades, a Junior High School and Practical Arts building, a modern heating plant, a large athletic field, a greenhouse, vegetable and flower gardens, and a hillside with an excellent variety of trees and shrubbery utilized for nature study. The property has an elevation of 600 feet above sea level and is recognized as a healthy place for school work. The main building contains the administrative offices, class rooms, lecture hall, library, laboratories, locker rooms and rest rooms for commuting students, gymnasium and shower baths.

In addition to the two training schools on the property, the school has the use and direction of two additional elementary and primary school buildings owned by the city in the immediate neighborhood. Six hundred pupils are enrolled in these four training schools. A kindergarten is conducted in the D. M. Dillon School. These excellent training school facilities constitute undoubtedly one of the most desirable and helpful features of this school's work.

Health and Recreation

Provision is made for the physical welfare of students through organized sports and games, including gymnasium work, basketball, baseball, soccer, tennis, hikes, field hockey, skiing, swimming, and health clubs. The water sports are at a lake some distance away but easily reached by trolley.

The health of students is carefully guarded both by physical training with its attendant instruction in hygiene, and by the presence of a trained nurse who serves as matron of one of the dormitories. A suite of several beds is reserved as an infirmary, where upon occasion students in need of quiet surroundings or especial care, or who may have been exposed to any contagion, may be isolated. The nurse is also at the service of students who consult her about minor ailments, and is prompt to call a physician when symptoms are such as to require medical treatment. She also co-operates with the instructor of hygiene and physical education, supplements the school physician in guarding the welfare of the children of the training school, and assists the practice teachers in watching the children's physical condition.

Health and vitality are so essential to successful teaching that it is particularly necessary in training teachers to inculcate such habits of breathing, eating, sleeping, sitting, standing, exercise, and other bodily functions as will, in the long run, serve to keep a person at his best. This is a patriotic duty in a normal school in the same sense and for the same reason that it is in an army.

Dormitory Regulations

When many persons live together as students do in dormitory and dining-hall, certain social habits must be cultivated for the common good. If insistence upon these habits seems in any way to restrict freedom, it is not really a restriction but a means of securing freedom to all, under conditions that would otherwise limit the freedom of all. Those who would be teachers must learn to recognize as fundamental in civilized society, and to put into practice, certain general principles relating to the attitude of an individual toward the community in which he finds himself. Students sometimes handicap themselves and diminish their capacity to serve the State by neglecting these principles.

Parents will render a service, both to their children and to the Commonwealth, by helping to convince their sons and daughters who are in training as teachers, of the value to them for all future times, both professionally and personally, of early acquiring those habits that promote physical and social welfare under the conditions they are likely to meet. The support of parents is especially needed in the case of students who live at home. The necessity of yielding some degree of individual freedom in order to secure greater freedom within the group is readily recognized by students in the dormitories, but this important lesson is often missed by those who reside away from the school. Regularity of meals and of study hours is an obvious necessity in the group. It is equally desirable for the individual. The homes will not only reinforce the school but will confer a real benefit upon their students by encouraging them to maintain at home the same daily routine as is followed by the dormitory students.

Library

There is a fine large library, well stocked with books, in which classes spend their few study periods during the school session, and to which students may repair for study and research during afternoons and evenings. It provides for recreational reading as well as for study and reference work, and its 12,000 volumes are on open shelves to which all students have access. For the preparation of assignments many of the books are needed during the day, so that the borrowing of books for outside use requires definite regulations, the most important being that all books in the "Reserve" section (and current magazines) may be borrowed only from 4.30 until 8.30 the following day. Books upon the open shelves about the room may be charged at any time but are due by 4.30 the next day, unless special permission has been obtained for keeping the book longer. These and other suggestions are posted in the library, all with a view to making the library serve students and teachers as effectively as possible.

COURSES

I. For Elementary Teachers—Three Years

This course is designed primarily for students who desire to teach in grades one to six of the elementary schools, or in schools of several grades. During the second year eighteen weeks are spent in practice teaching in grades one to six.

For those who are interested in very young children, arrangements can be made so that about half of the practice period can be spent in kindergarten.

The elementary course lays especial emphasis upon the so-called practical arts. The attempt is made to apply in all the courses the principle of beginning with the concrete and the immediate, with what to the pupil will seem purposeful and practical and leading on to general conclusions and to that recognition of deferred values which characterizes civilized life, as distinguished from primitive life wherein men dwell only in the present.

II. For Junior High School Teachers—Four Years

Major Objectives

1. To prescribe adequate fundamental courses in the professional field of education and specialized courses dealing with junior high school problems.
2. To prescribe a wide range of background courses in subject-matter fields.
3. To provide for developing and strengthening the personal and social equipment of the teacher.

Students who successfully complete the requirements of this course will be awarded the degree of Bachelor of Science in Education by the State Department of Education.

III. Practical Arts Department—Four Years

(Including one summer term)

The primary objective of the practical arts course is to prepare young men to teach general and unit shop work in junior and senior high schools and in continuation schools.

Secondary objectives of the course are to train selected groups of students:

1. To teach related work in junior and senior high schools and in continuation schools.
2. To teach general shop work in special classes.
3. To teach a combination of two or more of the above types of training.

Summer School

The summer session offers courses in both the General and the Practical Arts Departments. It affords opportunity for teachers in service to refresh themselves upon their normal training, to advance beyond it, and to broaden their outlook. It makes it possible also for those who were forced to begin teaching without, or with only partial normal training, to make good this deficiency and to obtain credit toward a diploma without excessive loss of teaching time. Correspondence with such teachers, and with teachers out of service who desire to return to it, is invited. A statement of the needs and desires of those who are considering attendance will assist in planning courses to meet the real demand.

Persons engaged in teaching, and endorsed by their superintendents, are admitted to summer school without examination or certification, but credit toward a diploma will be given only to those who have complied with the regular admission requirements. Courses carrying college credit are offered in co-operation with the State Division of University Extension.

The State Division of Vocational Education conducts a comprehensive program of summer courses for all types of teachers in state-aided classes.

Application blanks will be sent upon request. Early applicants are favored in the choice of rooms.

Expenses

Tuition is free to residents of Massachusetts. Residents of other states may be admitted upon payment in advance of a tuition fee of fifty dollars each semester, (or fifteen dollars for the summer term) providing there is room.

For all students there will be an incidental fee of \$10.00, payable during the first week, to cover use of books and equipment.

Rates for board and room are fixed by the State Department of Education and are intended to cover the actual cost of service rendered. These rates are, therefore, subject to change as conditions may warrant. The rate for the school year beginning in September, 1931, is \$325, payable in advance as follows: September 14, \$100; December 1, \$75; February 1, \$75; April 1, \$75.

Table board will be supplied to those not rooming in the dormitories at \$260 per school year of thirty-eight weeks, payable as follows: at the opening of school \$80; December 1, \$60; February 1, \$60; April 1, \$60.

The charge for the summer term is at the rate of \$9.00 per week for room and board, \$7.00 for table board.

There are also during the year certain enterprises carried on by the students that involve some expense. Each class is organized. There is an athletic association for men and another for women. There is a dormitory students' association and a day students' association, for promoting the welfare of their members and regulating their conduct in matters that affect the welfare of the group.

In all these the dues are determined by the members, but they do not vary greatly from year to year, and usually amount in the total to about seven dollars per year for a woman student and about twelve dollars for a man. It makes for the success of all these organizations if each student comes prepared to settle these dues at the beginning of the year.

All students in attendance should supply themselves with gymnasium suit and shoes. Unless these are already in possession, they may be procured to good advantage after arrival, and with greater uniformity, which is in itself an advantage. Students are also required to purchase a reasonable number of textbooks.

Occupancy of Rooms

It is found desirable to set certain limits to the choice of rooms in order to secure a wholesome distribution of students of the several classes in the two dormitories. Within these limits students of Senior and Junior classes are free in May to make choice of rooms for the next school year, and rooms for new students are reserved in order of application.

Rooms are open to students in training, on Labor Day; to those coming for examination, on the following Saturday (temporarily); and to all students on Tuesday of the following week.

Students who room in the dormitories should bring their own towels, sheets, blankets (for single bed), and pillow-cases. All pieces of clothing will be marked at the laundry. Students may do any work they desire in the laundry-room in one of the dormitories.

Self Help and Pecuniary Aid

Earnest students to whom the expense of a normal school course is a serious obstacle may in many instances find opportunity to earn, if they will make known their needs and indicate the kind of work they are prepared to do.

There is also a scholarship fund appropriated by the State. This is to aid worthy students who might be unable without such assistance, or without overtaxing their strength, to complete their training. This fund is available only to Massachusetts students who come from outside of Fitchburg who have been in attendance at least a half-year, and whose scholarship standing is good. The purpose of the State in providing this fund is to prevent the loss to its schools of trained teachers who might not otherwise be available. It is not at all in the nature of charity. Students of the quality for which this aid is intended need, therefore, feel no hesitation when applying for it, or humiliation in receiving it. If their time and strength permit, they may render in return some definite service to the school.

The Alumni Fund is available to worthy students needing help. Sums not exceeding \$100 annually will be loaned, to be repaid after graduation, at a low rate of interest.

ADMISSION

I. Application for Admission. Every candidate for admission to a normal school is required to fill out a blank entitled "Application for admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the

normal school and should be filed as soon after January 1 of the senior year as the candidate decides to apply for admission.

II. Blanks to be Filed by the High School Principal. The principal of the high school last attended is expected to fill out two blanks — one giving the “High School Record” and the other a “Rating of Personal Characteristics” and send them to the principal of the normal school. These must be filed not later than June 15.

III. General Qualifications. Every candidate for admission as a regular student must meet the following requirements:

1. *Health.* The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching, and must have been vaccinated. Each applicant must pass a satisfactory physical examination before final admission. It will facilitate final action upon admission if the applicant files with other credentials a certificate from the family physician touching the condition of heart, lungs, eyes, ears, skin, nervous system, date of vaccination, symptoms of appendicitis, goitre, pelvic disorders, or any conditions likely to necessitate exemption from required physical activities.

2. *High School Graduation.* The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.* The “High School Record” must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

“A unit represents a year’s study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.”

4. *Personal Characteristics.* The “Rating of Personal Characteristics” and the moral character of the candidates, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. New Admission Requirements.

Scholarship Requirements

1. Effective in September, 1931:

Same as in 1929—namely: of the 15 units presented for admission at least 10 units must be selected from the list given below and must be of satisfactory grade as determined by certification or examination. Three of these units must be in English and one in American History.

2. Effective in September, 1932:

Of the 15 units that can be presented for admission in 1932, 10 must be selected as heretofore from the list given below, but must include the six units listed below as “Prescribed” and 4 units from those listed as “Limited Electives”; the 5 additional units may, as heretofore, consist of any work which the high school will accept as meeting its graduation requirements.

3. Effective in September, 1933, and thereafter:

Of the 15 units presented for admission in 1933 and thereafter, 12 must be selected from the list given below and must include the 6 units listed below as “Prescribed” and 6 units from those listed as “Limited Electives”; the other 3 units may be “Free Electives.”

Prescribed (6 units beginning in September, 1932):

English	3 units.
United States History	1 unit.
Mathematics	1 unit.
Science	1 unit
	6 units.

Limited Electives (4 units in 1932; 6 units in 1933 and thereafter):

To be selected from the following:

English	1 unit.
Foreign Language	2, 3 or 4 units.
History and Social Science	1 or 2 units.
Mathematics	1 or 2 units.
Science	1 or 2 units.
Fine and Practical Arts	1 unit.
Commercial Subjects	1 unit.
	6 units.

(Typewriting not accepted with stenography)

Free Electives (5 units in 1932; 3 units in 1933 and thereafter):

These units of Free Electives may consist of any work which the high school accepts as meeting its graduation requirements.

All units of credit for admission may be secured either by certification by the high school or by examination by the normal school.

1. *Certification* may be granted for work of B or A grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate is a graduate of a Class A high school or in the upper half of the graduating class of a Class B high school. To be admitted by certification alone, the candidate must present work of B or A grade as follows: In 1931, 1932, 10 units; in 1933 and thereafter, 12 units.

2. *Examination:*

(a) Any candidate who is a graduate of a Class A or Class B high school whose record does not entitle him to certification for at least 5 units is required to secure credit by examination for 12 units of work.

(b) Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units, provided the five additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

(c) It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

(d) Examinations for this purpose will be offered by the Normal School in the following subjects:

English, Literature, and Composition	3 units.
American History and Civics	1 unit.

Social Studies

Community Civics	½ or 1 unit.
History to about 1700	1 unit.
European History since 1700	1 unit.
Economics	½ unit.
Problems of Democracy	½ or 1 unit.
Ancient History	1 unit.
English History	1 unit.
Medieval and Modern History	1 unit.

Science

General Science	½ or 1 unit.
Biology or Botany or Zoology	½ or 1 unit.
Chemistry	1 unit.
Physics	1 unit.
Physical Geography	½ or 1 unit.
Physiology and Hygiene	½ or 1 unit.

Foreign Language

Latin	2, 3, or 4 units.
French	2 or 3 units.
Spanish	2 units.
German	2 or 3 units.

Mathematics

Algebra	1 unit.
Arithmetic	1 unit.
Geometry	1 unit.
College Review Mathematics	1 unit.

Commercial Subjects

Stenography (including Typewriting)	1 or 2 units.
Bookkeeping	1 unit.
Commercial Geography	½ or 1 unit.
Commercial Law	½ unit.

Fine and Practical Arts

Home Economics	1 or 2 units.
¹ Manual Training	1 unit.
² Drawing	½ or 1 unit.

Attention of those desiring to enter the Practical Arts Department is called to the fact that practical arts are required for admission to this course.

VI. Place, Time, and Division of Examinations.

Entrance examinations may be taken in June and September at any State Normal School (including the Normal Art School) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

VII. Selective Process. Priority of application among qualified candidates as a basis for selection is no longer in effect. When the number of qualified applicants on July 1 is in excess of the number that can be admitted, the scholarship record and ratings of the personal characteristics of all applicants as received from the high schools, will be evaluated in accordance with the method given below. Candidates will then be admitted in the order of their total scores up to the capacity of the school.

In making up the scores for comparison:

(a) Scholarship will be allowed 75 points for 15 units of work.

(b) Personality will be allowed 25 points.

On the scholarship record, a mark "A" will be allowed 5 points; "B", 4 points; "C", 3 points; "D", 2 points. (For the system of marking, see Manual for High Schools, page 74.)

On the personality record, which includes ten characteristics, exclusive of health, a mark of "Superior" will be allowed 2½ points; "Excellent", 2 points; "Good", 1½ points; "Fair", 1 point.

VIII. Admission as Advanced Students. A graduate of a Normal School or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

IX. Admission of Special Students. When any Normal School, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

SCHEDULE OF EXAMINATIONS FOR 1931**Thursday, June 4**

8.15 A.M.— 8.30 A.M.	Registration
8.30 A.M.—10.30 A.M.	English
10.30 A.M.—12.30 P.M.	Latin, Commercial Subjects
1.30 P.M.— 4.30 P.M.	Social Studies

Friday, June 5

8.15 A.M.— 8.30 A.M.	Registration
8.30 A.M.—10.30 A.M.	Mathematics
10.30 A.M.—12.30 P.M.	German, French, Spanish
1.30 P.M.— 4.00 P.M.	Sciences
3.30 P.M.— 5.00 P.M.	Fine and Practical Arts

¹ To be accepted for admission to the practical arts course at Fitchburg and the Normal Art School only.

² A maximum of two units will be accepted for admission to the Normal Art School.

Monday, September 14

8.15 A.M.— 8.30 A.M.	Registration
8.30 A.M.—10.30 A.M.	English
10.30 A.M.—12.30 P.M.	Latin, Commercial Subjects
1.30 P.M.— 4.30 P.M.	Social Studies

Tuesday, September 15

8.15 A.M.— 8.30 A.M.	Registration
8.30 A.M.—10.30 A.M.	Mathematics
10.30 A.M.—12.30 P.M.	German, French, Spanish
1.30 P.M.— 4.00 P.M.	Sciences
3.30 P.M.— 5.00 P.M.	Fine and Practical Arts

Three-year Elementary Program
Classes entering in September, 1930, 1931

SUBJECTS AND INSTRUCTORS	NUMBER OF CLASS PERIODS		
	1st yr.	2nd yr.	3rd yr.
Education: —			
Psychology, Pedagogy	54	—	72
Mr. Percival			
Miss Hawley			
History of Education	—	—	36
Mr. Herlihy			
Professional Ethics	18	—	—
Principles and Methods in Character Education	—	—	36
Miss Bradt			
Introduction to Teaching	36	—	—
School Management	—	36	—
Mr. Carpenter			
Practice Teaching	36	½ yr.	—
English: —			
Language, Reading, Story Telling	54	72	—
Miss McCarty			
Literature and Composition	—	—	126
Miss Williams			
Oral English	36	—	—
Pennmanship	18	—	18
Mr. Sawyer			
Library Instruction	—	36	—
Miss Hassell			
Geography	54	54	—
Miss Webster			
History and Civics	36	54	90
Mr. Harrington			
Miss Hawley			
General Science	—	—	90
Mr. Smith			
Nature Study and Biology	72	—	—
Mr. Randall			
Arithmetic	54	18	36
Miss Doland			
Handwork and Drawing:			
Miss Lamprey	54	—	36
Miss Conlon	36	—	54
Music	54	36	36
Miss Perry			
Physical Education Health	90	54	72
Assembly	36	18 ¹	36
Study Periods	162	72 ¹	162
Total	900	900	900

¹ Half year.

JUNIOR HIGH SCHOOL COURSE—FOUR YEARS**Principles Underlying the Construction of the Junior High School Course**

In the course, Introduction to Education, and through auxiliary means, the student is guided in making his choice of special fields.

The curriculum is practically prescribed. The student elects two special fields, but the courses in each field are prescribed. Eight hours of free electives are allowed the last year.

As far as possible, courses in each major field of study are sequential, either from a chronological or from a logical point of view.

General Summary

	Semester Hours
Courses Required of All Students.	70
Courses in Two Special Fields	44
*Free Electives	8
Training	18
Total	140

Distribution of Semester Hours in Required Course Subjects

Education	40	Mathematics	3
English	16	Fine Arts	4
History and Social Science	10	Physical Education	7
Science.	3	Library	1
Geography	4	Total	88

Plus 44 semester hours in first and second special fields. Plus 8 semester hours, free electives.

List of Required Courses

	Semester Hours		Semester Hours
Education:		Science:	
Introduction to Education	4	Biology	3
General Educational Psychology	4	Geography:	
Psychology of Childhood and Adolescence	4	Human Geography	4
Training School Participation	0	Mathematics:	
Technique of Teaching	3	Mathematics I	3
Educational Measurements	2	Fine Arts:	
History and Principles of Education	3	History and Appreciation of Art	2
Junior High School Organization	2	History and Appreciation of Music	2
Training	18		4
	40	Physical Education and Hygiene	7
English:		Special Subjects:	
Written Composition	4	Personal Problems	0
Oral Composition	3	Library Instruction	1
Classical Backgrounds	3	Penmanship	0
Mediaeval Backgrounds	3		
English Literature	3	Special Fields:	
	16	First Special Field	22
History and Social Science:		Second Special Field	22
History of Civilization	4		44
Economics	3	Total	132
Sociology	3		
	10		

LIST OF COURSES IN SPECIAL FIELDS

	Semester Hours		Semester Hours
English	22	Science	22
History	22	Mathematics	22
Geography	22	French and Latin	22

Courses in Special Fields are offered as follows: At the end of the first year each student selects two special fields of study to be followed during second, third and fourth years.

* Free electives may be chosen from the offerings in any field other than the two elected as a whole by the student.

Courses Offered in Special Fields—Junior High School Course

	Semester Hours		Semester Hours
English:		Mathematics:	
Advanced Composition	2	Trigonometry	4
Foundations of Language	2	Advanced Algebra and Advanced Geometry	4
American Literature	4	Calculus	4
The Short Story	2	History of Mathematics	4
Modern Drama	2	Business Mathematics	4
19th and 20th Century Poetry	2	Methods	2
The English Novel	2		22
Modern European Literature	4	French and Latin:	
Methods of Teaching English in Junior High School	2	French I	4
	22	French II	4
History:		Methods of Teaching French in Junior High School	2
Civil Government	4	Latin I	4
American History	4	Latin II	4
Modern World History	4	Latin Prose Composition	2
Economic and Social History	4	Methods of Teaching Latin in Junior High School	2
History of Massachusetts	4		22
Methods	2		
	22	<i>Free Elective Courses</i>	Semester Hours
Geography:		English:	
Physiography	4	Play Production	2
Climatology	4	Education:	
Economic Geography	4	Extra-Curricular Activities and Vocational Guidance	2
Geography of North America	4	Art:	
Geography of Europe	4	Applied Art	2
Geography Methods	2	Stage Design	2
	22	Music:	
Science:		Chorus Music and Glee Club	2
Chemistry	4	Orchestra	2
Physics	4		
Geology	2		
Astronomy	2		
Advanced Biology	4		
General Science	4		
Methods	2		
	22		

Four-Year Junior High School Program

Leading to degree of Bachelor of Science in Education. For students entering in September, 1931.

SUBJECTS AND INSTRUCTORS	SEMESTER HOURS			
	1st yr.	2nd yr.	3rd yr.	4th yr.
Education: —				
General Educational Psychology	4	—	—	—
Psychology of Childhood and Adolescence	—	4	—	—
Educational Measurements	—	—	—	2
Mr. Percival				
Miss Hawley				
History of Education	—	—	—	3
Mr. Herlihy				
Personal Problems	—	—	—	—
Junior High School Organization	—	2	—	—
Miss Bradt				
Introduction to Education, including Observation	4	—	—	—
Teaching Technique	—	—	3	—
Mr. Carpenter				
Practice Teaching	—	—	18	—
English:				
Oral Composition	3	—	—	—
Miss McCarty				
Penmanship	—	—	—	—
Mr. Sawyer				
Written Composition	4	—	—	—
Literature	—	6	3	—
Miss Williams				
Library Instruction	1	—	—	—
Miss Hassell				
Human Geography	4	—	—	—
Miss Webster				
History, Civics, Sociology, Economics	4	3	—	3
Mr. Harrington				
Miss Hawley				
Biology	3	—	—	—
Mr. Randall				
Mathematics	3	—	—	—
Miss Doland				
History and Appreciation of Art	2	—	—	—
Miss Lamprey				
Music	—	2	—	—
Miss Perry				
Physical Education, Health	2	2	1	2
Miss Bolger				
Mr. Crosier				
Methods in Special Subjects	—	—	4	—
1st Special Field	—	8	4	8
2nd Special Field	—	8	4	8
Free Elective	—	—	—	8
	34	35	37	34

PRACTICAL ARTS COURSE—FOUR YEARS

Principles Underlying the Work in Shop Courses

Articles are produced to be used later in response to the recognized needs of school, home, and community. Such articles must be constructionally sound in design and attractive in appearance.

Articles are produced with business like speed and accuracy up to a degree that does not interfere with desirable educational attainments. Such articles are produced in so far as is possible and desirable by employing trade like means and methods.

Principles Underlying Academic and Professional Courses

Courses in productive work are paralleled in each shop with courses that realize exploratory, consumer values and afford occupational studies and material for related work.

The shop courses are carried on in such a manner that students have set before them examples of good teaching and management now current in leading school shops.

<i>General Distribution of Semester Hours</i>	<i>Semester Hours</i>
1. Shop Work	60 (8 hours elective)
2. Professional Subjects	30 (1 hour elective)
3. Academic and Cultural	50 (10 hours elective)
4. Summer School Course in Vocational Education	6
	<hr/>
Total	146

<i>Shop Courses</i>	<i>Semester Hours</i>
1. Machine Shop Practice	2
2. Sheet Metal	4
3. Bench Metal	4
4. Electrical Work	2
5. Cabinet Making	8
6. Carpentering	2*
7. Wood Turning	2
8. Pattern Making	2
9. Printing	8
10. Wood and Metal Finishing	4
11. Mechanical Drawing	10
12. General Shop	10
13. Auto Mechanics	2
14. Aeronautics	2 elective
	<hr/>
Total	60 *Or Elective.

<i>Professional Courses</i>	<i>Semester Hours</i>
1. History of Education	2
2. Psychology	4
a. General and Educational.	
b. Tests and Measurements.	
c. Adolescent or Special	1 Required Elective
3. General Methods and Secondary Education	2
4. Related Work	2
5. Introduction to Practical Arts	2
6. Organization and Administration of Practical Arts	4
7. Educational and Vocational Guidance	2
8. Ethics	1
9. Introduction to Teaching Practice	2
10. Teaching Practice	6
11. Senior Teaching Practice	2
	<hr/>
Total	30

Academic Courses

1. English Composition	4 (2 electives)
2. English Literature	4 (2 electives)
3. Oral English	2 (2 electives)
4. Algebra	2
5. Geometry	2
6. Trigonometry	2
7. Calculus	2 (elective)
8. Industrial Economic History	2
9. Citizenship Methods	2
10. Industrial Geography	2
11. Government	2
12. Economics	2
13. Sociology	2
14. History of Civilization	2
15. United States History	2 (elective)
16. General Science	2
17. Chemistry	3
18. Physics	3
19. Biology	2 (elective)
20. Physical Education	2 Required—No Credit
21. Hygiene	1
22. Library	1
23. Scouting	2 (elective)
<hr/>	
Total	50

Cultural Courses

1. Foreign Language	6 (elective)
2. Fine Arts	4 “
3. Music	4 “

Practical Arts Four-Year Course

(including one summer term)

Leading to degree of Bachelor of Science in Education.

SUBJECTS AND INSTRUCTORS	SEMESTER HOURS			
	1st yr.	2nd yr.	3rd yr.	4th yr.
General and Educational Psychology	3	—	—	—
Tests and Measurements	—	—	—	2
Mr. Percival				
Personal Problems	1	—	—	—
History of Education	—	—	2	—
Mr. Herlihy				
General Methods and Secondary Education	—	2	—	—
Mr. Carpenter				
Practical Arts Training	2	6	—	—
Practice Teaching	—	—	6	2
Mr. Anthony				
General Science	2	—	—	—
Physics	—	—	—	3
Chemistry	—	—	—	3
Mr. Smith				
Vocational Guidance	—	—	—	2
Related Work	—	2	—	—
Mr. Weston				
Mathematics	—	6	—	—
Mr. Weston				
Mr. Akeley				
Library Instruction	1	—	—	—
Miss Hassell				
Oral Expression	2	—	—	—
Miss McCarty				
English Composition	4	—	—	—
English Literature	—	4	2	—
Miss Williams				
Industrial Geography	2	—	—	—
Miss Webster				
Citizenship Methods	2	—	—	—
Industrial and Economic History	—	—	—	2
History of Civilization	—	—	2	—
Social Science	—	—	—	—
Government Economic Sociology	—	—	6	—
Mr. Harrington				
Hygiene	1	—	—	—
Electives	—	—	2	6
Shop Work — Drawing, Woodfinishing, Wood-working, Metal-working, Printing	15	15	15	15
Mr. MacLean				
Mr. Akeley				
Mr. Landall				
Mr. Purinton				
Mr. Livermore				
Summer Term, Vocational Education at end of Junior Year	—	—	6	—
Total	35	35	41	35

DESCRIPTION OF REQUIRED COURSES IN ELEMENTARY, JUNIOR HIGH SCHOOL, AND PRACTICAL ARTS DEPARTMENTS

Educational Psychology. An introduction to the scientific study of "How the Mind Works." Such topics as the following are studied: The functions of the nervous system in learning and living; how to study; individual differences in capacity; how they are measured; the roles of instincts, heredity, emotions and environment in conditioning the behavior of an individual; stimuli and responses in social groups and situations; laws of learning and of forgetting; the transfer of training; mental hygiene; personality.

Child Psychology. Includes consideration of native equipment; characteristics predominating at various stages of growth; heredity and environment; learning and habit formation; individual differences.

Educational Measurements. A laboratory course in which each student receives practice in giving, scoring, and interpreting the results of standardized tests of ability and achievement. The elements of statistical methods are included.

History and Principles of Education. An outline of the historical development of the general theory of education. Attention is given to the adaption of the aims of education to the state of society in the significant era of world history. Careful study is made of the beginning of common school education in the seventeenth and eighteenth century. The course aims to help the student to understand the fundamental principles of education that differentiate the American public schools from other systems.

Personal Problems. Given first semester, freshman year. Aims to facilitate adjustment and strengthen personal equipment. Deals with problems of student conduct and the development of personality.

Junior High School Organization. Aims to familiarize student with current practices and aims in junior high school organization. Considers such topics as: the development of the junior high school movement; characteristics and aims; the program of studies; departmentalization and promotions; the home room; guidance; the social organization.

Introduction to Education, Including Observation. Aims to orient the student in the profession of teaching, to aid him in selecting his specific teaching field, and to inculcate desirable professional standards. Content includes consideration of: the meaning, development, and organization of education; the qualifications, preparation, and function of the teacher; the nature and needs of the child.

Provision is made for adequate observation of various fields of work.

The Technique of Teaching.

1. *Management.* Principles of routine, discipline and program making; courses of study and organization of subject-matter; preparation for the first day's work; records and reports.

2. *Teaching.* Types of learning; characteristics common to the teaching of all types; the fundamental techniques of drill, problem solving, and appreciation with their attendant teacher and pupil activities.

Oral Composition. Elementary study of the function and use of the voice, breathing, tone quality, enunciation, volume and pitch; diagnosis of voice defects and study of exercises used to correct such defects.

Development of skill in oral reading, story telling, dramatization, conversation, and formal talks.

Penmanship.

Penmanship I. Practice in penmanship for individual improvement.

Penmanship II. Methods of teaching penmanship in the first six grades.

Written Composition. Writing by types, based upon the analysis and imitation of many prose models; application of general techniques of writing to letters, digests, reports, case studies, and other forms of writing of which the average teacher makes use; precis writing.

Literature — (Junior High School Course).

(a) *Classical Backgrounds of English Literature.* The course deals with representative classical writings which have had an influence on English writers and English thought. Homer, Aeschylus, Sophocles, Euripides, Plato, Aristotle, Vergil, Horace, and Cicero are read in translation. Modern literature that they have inspired is used for parallel study.

(b) *Mediaeval Literature for English Readers*. Representative epics, ballads, and romances of mediaeval times; troubadour poetry of France; Dante, Petrarch, and Boccaccio; the Arthurian legends; Chaucer and his England. Connection is made wherever possible with later literature of England.

(c) *English Literature*. A survey which gives the complete story of England's literary history, accompanied by extensive reading. At every point the relationship between the literary product of a period and its social and political background is shown.

English — (Elementary Course).

(a) *Reading*. The aim of this course is to give students a knowledge of the history, psychology and pedagogy of reading. It includes a study of present-day reading methods, tests, devices, objectives, materials, phonics, and the functions and skills of oral and silent reading in the primary and intermediate grades. Reading tests, lesson plans, teaching lessons, and observation in the practice schools are emphasized.

(b) *Language and Spelling Methods*. The aim of this course is to give students a knowledge of the principles and methods of presenting language and spelling lessons in the elementary grades. It includes a study of courses of study, tests, type lessons, and observation in the practice schools.

(c) *Children's Literature and Story Telling*. The aim of this course is to give a comprehensive knowledge of the literary material used in the elementary school. The rhythmic, imaginative, heroic, and romantic periods of children's interest in literature are defined and studied. The course includes a study of folk lore, fables, fairy tales, myths, legends, hero tales, Bible stories, animal and nature stories, poetry, and modern stories for children.

The course is designed to give practice in natural and effective story telling to children of the practice schools.

Library Instruction. Use of library tools, as Catalog, Reader's Guide.

Classification, especially as an aid in reference, as type study of library resources on a special subject.

Basic reference books, as Encyclopedias.

Special library helps in selecting books and references in work with children, as Children's Catalog. Government publications and their filing, as Bureau of Education. Library resources in making bibliographies for school use.

Survey of school libraries as discussed in professional magazines and recent books, especially on these points: organization, administration, its value in education, not only in providing a laboratory for reference work, but in its opportunities for training in good citizenship and in forming habits of reading for leisure time.

Human Geography. This course is a study of the way man is influenced by his geographic environment and of the ways in which he has modified geographic conditions. The geographic principles governing man's habitats illustrated by different types of geographic environment will be studied. A background course for all students.

Geography II. This course is a regional study of North America with emphasis placed upon the United States and Massachusetts. Consideration will be given to the content materials available especially for the study of the United States and of Massachusetts. Required of Elementary Course Students.

Geography III. The first part of this course is a regional study of Europe, stressing the important countries.

The second part considers the methods and materials used in primary and intermediate grade teaching of geography. Required of Elementary Course Students.

History of Civilization. A course designed to acquaint students with the great forces underlying institutional development. The contributions of ancient, mediaeval, and modern epochs will be considered. The culture of the Greeks, religion of the Hebrews, organizations of Rome, discipline of the Middle Ages, and the liberty of today are typical units.

Citizenship Problems. A study of the school as an agency for developing civic character. The civic problems confronting the adolescent child.

American History. Required subject in Elementary Course.

This course deals with the periods of American history from the foundation of the first English colony in America to the present day. Throughout the course

emphasis is placed on the more significant features of the economic, social, constitutional, and political development of the nation.

Sociology. A study of present day societal forms and their evolution including examination of such type topics as the family, population, means of social control, "social laws", and group psychology.

Economics. A study of the fundamental economic principles and their application to present day situations. Production, consumption, distribution, and exchange; industrial revolution and its consequences, and the capitalistic system with considerations for modification.

Biology. An elementary study of the principles of life, its development, structural characteristics and physiological activities. Special emphasis is placed on the relationships of plants and animals to each other and to human life.

Elementary Science and Nature Study. Required subject in Elementary Course.

This course is based on the new course in science for the Elementary Schools of the Commonwealth. Students will be required not only to know the scientific principles underlying each unit of the course, but also to present the material in a form adapted to the grade age of children.

Mathematics I. A course in general mathematics. It presupposes an elementary course in algebra. Among the topics considered are equations, graphs, the binomial theorem, series, logarithms, trigonometry through the right triangle, curve fitting, derivatives, maxima and minima, equations of higher degree.

Mathematics II.—(Methods). Required subject in Elementary Course.
Methods of teaching arithmetic in the first six grades.

Mathematics III.—(The Science and Art of Number).—Required subject in Elementary Course.

A historical development of number; mastery of the science and art of number.

History and Appreciation of Art. A general survey of the history of architecture, sculpture, and painting from the Egyptian period to modern times, together with a study of the fundamental principles of design and art structure. The purpose of the course is to improve the student's appreciation and enjoyment of the best in art.

Drawing and Blackboard Sketching. Required subject in Elementary Course.

Objective: A common knowledge of the elementary subject matter of representation and design, and skill in expression with special application to the work of pupils in Grades 1-6.

Handwork. Required subject in Elementary Course.

Application of color theory and design principles; handwork as an educational medium; methods of teaching handwork; paper, scissors and other media of free expression; simple bookbinding; cardboard construction; school and home decoration.

Music I.—(Music Appreciation). This course includes the study of vocal and instrumental music. In vocal music the rote song is taken first, followed by ballad and art song forms. In instrumental music the order is from folk dances to sonata and symphonic forms.

Music II. Required subject in Elementary Course.

Review of music notation. Courses of study and methods used in Grades 1-6 are considered with definite attention given to courses of study and the basic systems used in present-day teaching of elementary music.

Music III. Required subject in Elementary Course.

Observation lessons in Grades 1-6. Lesson plans of material and method applied for Grades 1-6.

Physical Education Throughout All Courses

FOR WOMEN STUDENTS

Organized games and gymnastic work to give personal foundation.

Eurythmics, folk dancing and singing games.

Outdoor work in spring—volley ball, baseball, tennis.

Methods and Progression for teaching.

Health Education.

Organized games in fall—choice of hockey, soccer, tennis, archery.

FOR MEN STUDENTS

Outline of the general physical education program in order to give the student the general theory and aims of the program in the public school and on the playground.

Practical work to meet group and individual needs.

Methods of teaching physical education; application of these methods in the gymnasium and in a practice teaching program.

Personal hygiene and first aid; methods in health instruction in the grades; observation in training schools.

Advanced physical education program for personal achievement; emphasis placed upon individual and class projects—conducting leagues, coaching, and officiating.

DESCRIPTION OF COURSES IN PRACTICAL ARTS DEPARTMENT

Machine Shop and Sheet Metal Courses

Machine Shop I. (2 Semester Hours) Shop work in selected projects involving basic processes on lathe, drill press, planer, shaper, milling and grinding machines; calculations to obtain gear ratio for thread cutting; calculations to obtain correct speeds and feed for cutting different metals. Emphasis is on drill press and lathe work. Related technical information by lecture and assignments.

Machine Shop II. (Elective) (2 Semester Hours) General machine shop practice in doing selected projects which include internal and external thread cutting, plain and index milling, gear cutting, making simple tools for shop use. Related technical information by lecture and assignments.

Sheet Metal I. (2 Semester Hours) Study of hand tools, machines, and materials used in the sheet metal industry, methods of cutting and forming sheet metal, soldering and brazing, selected projects using in their construction lap, grooved, hook, double lap riveted, box and double folded seams, edge wiring, and double folded seams. Related technical information by lecture and assignments.

Sheet Metal II. (2 Semester Hours) Development of patterns by means of radial development, triangulation and parallel line development; selected projects using in their construction circular lap, circular folded and circular double seams, crimping and heading. Related technical information by lecture and assignments.

Sheet Metal III. (Elective) (2 Semester Hours) Advanced projects in sheet metal introducing piping and elbow work. Review of pattern developments, lecture and assignments.

Bench Metal I. (2 Semester Hours) Care and use of metal working tools, common metals, their uses, cutting and shaping angle iron band and bar steel, common metal fastening, elementary forging.

Bench Metal II. (2 Semester Hours) Drilling, tapping thread cutting with die, advanced forging, heat treatment of steel, oxy-acetylene welding and cutting.

Electrical I. (2 Semester Hours) Essentials of electricity, bell circuits, cells and batteries, simple light and power circuits, household appliances.

Woodworking Courses

Cabinet Making I. (2 Semester Hours) Fundamental processes of woodwork found in objects which are made by hand in school shops. Studies in making layouts, assembling, fastening, and preparing for finishing. Kinds and uses of simple joints found in woodworking. Kinds, uses and characteristics of common wood. Uses, care and sharpening of common tools. Use of blueprints and drawings.

Cabinet Making II. (2 Semester Hours) Making of articles which involve such work as the setting up, adjusting and operating of machines. Uses of safety equipment. Study of quality and working properties of stock, proper construction and strength of materials; hot and cold glues; joints and methods of fastening.

Cabinet Making III. (2 Semester Hours) Production work using machinery, routing procedures, repair and maintenance of woodworking machines. Different methods of drawer construction; matching wood; work from "rods" and drawings. Standard sizes, proportions, and classification of furniture construction.

Cabinet Making IV. (Required or Elective) (2 Semester Hours) Simple reproductions of English, Colonial and modern types of furniture, introducing carving, inlaying, veneering and curved work.

Cabinet Making. V. (Elective) (2 Semester Hours) Curved work, bending, chair work, practical experience in repairing and reproducing of antique furniture. An opportunity for experimental and developmental work.

Carpentry I. (Required or Elective) (2 Semester Hours) Study of house construction from drawings and full size models. Typical practice in repair of buildings, inside and outside work.

Woodturning I. (2 Semester Hours) Study and practice in making simple objects, operating and keeping lathes in order. Safety rules for lathe, practice and use of tools, sharpening, roughing, smoothing, concave cut, convex cut, face-plate work, polishing.

Woodturning II. (Elective) (2 Semester Hours) Turning different types of work, making all necessary set-ups, operate and keep lathes in order. Templets, duplicate parts, chucks made of wood, off center work, large face-plate work. Staining, wax polish, French polish.

Patternmaking I. (2 Semester Hours) Study and performance of materials, molding construction, sand, shrinkage, draft, finish allowance, fillets, core, core prints and boxes. Finish, layout. Use and safety of machines.

Patternmaking II. (Elective) (2 Semester Hours) Face-plate work. Segments, elliptical work, gears, split patterns, loosepiece patterns, irregular shaped patterns, built up core box construction. Use of all machines. Finishing. Layout of difficult work.

Printing Courses

Printing I. (2 Semester Hours) This course with its variety of useful projects is devoted to the study of composition. This subject involves a practical knowledge of the printers' case, holding the composing-stick, the procedure of setting type, and distribution of type.

Proofing. This course teaches students different methods of taking proofs, also reading and marking the proof and correcting the type.

Printing II. (2 Semester Hours) Projects in this course are selected to include the operation and calculation involved in composition, the handling, counting, and cutting of paper; a continuation of composition, proofing, proofreading, and correcting type in the galley and form.

Printing III. (2 Semester Hours) This course emphasizes presswork on platen presses, involving inking, feeding, makeready. In a minor degree shipping of finished printing products, printing linoleum blocks, also continuation in composition and proofreading.

Printing IV. (Required or Elective) (2 Semester Hours) Advance studies in design of projects; the methods of planning and printing school papers and magazines; estimating costs and purchasing materials.

Printing V. (Elective) (2 Semester Hours) This gives the student opportunity to take advanced design and printing.

Wood and Metal Finishing Courses. Course 1. (2 Semester Hours) Course 2. (2 Semester Hours) Finishing and refinishing of objects needed for use in the school and home involving training in staining, shellacking, rubbing, polishing, spraying with gun, mixing of colors, painting, kalsomining, and elements of interior decoration.

Writing of specifications for the various projects and estimating the labor and material for the same. Selection and care of equipment and materials and the making out of orders for the same.

Drawing Courses

Freshman Drawing. (2 Semester Hours) Designing and freehand drawings of objects made of wood and metal in Junior High School shops; Blackboard drawings; Selection and use of instruments in drawing selected designs; Making and reading of blue prints; geometric elements, orthographic projection, revolutions, auxiliaries, developments. Use of the practical approach in teaching the fundamental principles of designing and drawing.

Drawing II. (2 Semester Hours) Continuation of Drawing I. Designing and drawing of suitable objects for advanced work in wood and metal in Junior and Senior High School shops and in Continuation schools; Drawing of objects

made in the carpentering, electrical and concrete work, plumbing which is done in the Household repair department. Architectural elements in school and home buildings, footings, foundations, sills, walls, roof construction, windows, doors; Conventions, symbols, lettering as used in general practice.

Machine Drawing I. (2 Semester Hours) Machine standards; use of tabular and formula information. Detail and assembly drawings. Use of hand books. Technical sketching and design.

Drawing III. (2 Semester Hours) Studies of historic periods of furniture. Folio of drawings, tracings and prints of selected pieces.

Drawings, tracings and collected prints of illustrative material used in teaching, showing objects in use, tools in use, processes of construction; Blackboard drawing; Duplication of drawings by using carbon paper, mimeograph, hectograph; illustrating of instruction sheets; lay out and making of charts, graphs, tabulated material; preparations of teaching material, methods of presenting material to class.

Architectural Drawing. (2 Semester Hours) A further study of architectural elements in school and home buildings; lot location and grades. Size and arrangement, construction costs, laws and ordinances. Each student to develop a complete set of drawings.

Machine Drawing II. (2 Semester Hours) Continuation of Machine Drawing I. Cams, gear tooth forms; spur gear, bevel gear; worm gear; mechanical motion. Blueprinting. Prerequisite: Course 1-2.

Machine Drawing III. (Elective) (2 Semester Hours) Individual and original drawings in detail and assembly involving principles of machine drawing. Prerequisite: Course 1-2-3.

Architectural Drawing. (Elective) (2 Semester hours) Advanced course for those wishing to elect architectural drawing. A study of the history of architecture. An advance problem involving sanitation, heating and ventilation.

Pictorial Drawing. (Elective) (2 Semester Hours) Perspective, angular and parallel; perspective of circles. Perspective sketchings.

Use of water color, wash, and pen and ink in rendering.

General Shop Courses

The purpose of the following five courses is to assist in an understanding of the General Shop and its objectives, how the shop can be equipped, organized, and taught effectively under those various conditions that best warrant its use.

General Shop I. Conducts simultaneously short unit courses in such trade subjects as concrete work, glazing, and plumbing.

General Shop II. Continues work of General Shop I and adds upholstering and paper hanging. Further consideration and practice is devoted to the arrangement of the equipment, the assignment of the work, and the checking of results.

General Shop III. Is devoted to making products each of which combines the use of such materials as wood, metal, concrete, glass, etc. Practice in conducting a General Shop for the professional training of the student.

General Shop IV. Household mechanics. General repairs that are needed about the school and home. Knowledge and skills derived from previous unit and general shops are supplemented by including the work of making such alterations, replacements and repairs as can be done with the limited home equipment. Work is devoted to the common jobs in trade activities such as woodwork, concrete work, electrical work, and plumbing that need be undertaken outside the house, in the cellar, and the kitchen.

General Shop V. Household mechanics continues the work of General Shop IV, and adds such trade activities as metal work, painting, refinishing, paper hanging, glazing and general repairs found in living rooms of the home. Studies are made of the simple repairs and upkeep of clothing and other home fabrics.

Auto Mechanics. (2 Semester Hours) Theory of internal combustion, engines, care and adjustments that can be made by car owners.

Aeronautics. (Elective) (2 Semester Hours) The history of flight; the free balloon, semi-rigid and rigid dirigible; heavier than air.

Nomenclature; meteorology; power and development. Theory of flight.

The building of flying and scale models suitable for junior and senior high school. Aeronautics as a vocation. Visits to airports to further study and research.

Practical Arts Theory and Practice Courses

Practical Arts Training I. (2 Semester Hours) The aim is to study the historic background, the present trends, and the scope of Practical Arts Training. Attention is given to the relation of Practical Arts Training to general, special, and vocational types of education. The aims and values of the subject in the Junior, Senior, and Continuation schools are given special emphasis. Early consideration is given to the teaching of short lessons in shop work and drawing. The students working with each shop teacher are guided in observing and considering his skill in teaching.

Practical Arts Training II. (2 Semester Hours) Courses of study are derived from suitable products of school shops and from the analysis of suitable forms of trade and related activities. Selected operations performed in each shop are arranged in the order of learning difficulties. Careful study is made of the varying experiences and abilities of boys. Lesson plans and methods of presentation are studied. Shop teaching is continued. The students serve as assistants to the shop instructor in his regular teaching of shop and related work.

Practical Arts Training III. (2 Semester Hours) Study is made of instruction sheets and other current accessories and aids used in teaching. Records of progress, assignment plans, and other ways and means of class and shop management are given careful consideration. The merits of assigning work to individuals and groups are compared. Problems of organization and administration are studied.

A study is made of the Junior High and Senior High schools, their past, their present functions and organization. The place of Practical Arts Training in Secondary Education is again emphasized.

The observation of teaching and participation in teaching under supervision is expanded to include the use of teaching accessories.

Practical Arts Training IV. (2 Semester Hours) This course aims to study vocational education. The purposes and the problems which characterize each type are compared. Recent trends in meeting vocational needs for vocational education since the passing of the Smith Hughes Law are given careful consideration. The distinction between Industrial Arts and Vocational Education is clearly defined.

Observing of teaching and practice teaching under supervision is done with boys.

Teaching Practice. (6 Semester Hours) The principles of learning and of Practical Arts Training are applied to the teaching of boys in both unit and general shops. Various phases of constructional and related work are taught under supervision. Projects are selected and subject matter checked in courses of study. Plans for lessons and teaching accessories are prepared, revised, and used. Careful consideration will be given to the effect of shop procedures on individual boys. Insight into shop organization and management and control are acquired through guided experiences. The relations of the teacher to supervisory workers is stressed.

Summer Term, Vocational Education. (6 Semester Hours) Between their junior and senior years students are required to take the four weeks course given in July at the Normal School in Fitchburg. This course is devoted to the work of the continuation schools. It is conducted by the State Division of Vocational Education.

Senior Teaching Practice. (2 Semester Hours) Opportunity for teaching shop work in neighboring towns and cities is afforded to students. One day a week for a period of one year is given to this work which is conducted under supervision.

Vocational and Educational Guidance. (2 Semester Hours) A study of the development of the guidance movement in this country and abroad. Intelligence and ability (industrial) tests, their use in connection with the guidance. The collection of occupational information, its classification and preparation for use in guidance and placement. Consideration is given to personal work.

Related Work. (2 Semester Hours) This course includes the general mechanics of selection and organization of subjects essential to shop activities. The following points will be discussed: (1) Analyzing each operation step for its Related Work; (2) Appraising these topics in order to include them in the program for instruction; (3) Organizing the selected topics for presentation. Discussions, assignments, and reports.

Related Work. (Elective) (2 Semester Hours) This course will take each shop separately. Special emphasis will be placed on the related mathematics and

science. Trips will be planned to include some of the schools in the territory where related work is taught. Discussion, assignments, reports.

Mathematics. As far as possible the work in the following courses will make use of the problems that are found in industry.

(a) *Algebra*. (2 Semester Hours) The course presupposes an elementary course in Algebra such as is offered in every High School. The topics considered are quadratic and higher degree equations, graphs, binomial theorem, etc.

(b) *Geometry*. (2 Semester Hours) This course will include plane, solid, cartesian, and analytic geometry.

(c) *Trigonometry*. (2 Semester Hours) The forming of trigonometric formulas which will be used in solving shop problems which include right and oblique triangles. Surveying, logarithms.

(d) *Calculus*. (Elective) (2 Semester Hours) A brief course including only the essential as regards practical application of calculus.

LIST OF STUDENTS—SEPTEMBER, 1930, TO JUNE, 1931

Senior Class

Senior J. H. S. Class Admitted September, 1927

(Including one year of teaching)

(Four-Year Course)

Rogers, Catherine E.	Fitchburg
Ward, Margaret M.	Fitchburg

Senior J. H. S. Class Admitted September, 1928

(Three-Year Course)

Barry, Agnes V.	New Bedford
Blanchard, Helen L.	West Springfield
Blouin, Pauline F.	Gardner
Bowler, Irene M.	Holyoke
Breglio, Helen V.	Springfield
Dempsey, Helen C.	Fitchburg
Donovan, Helen L.	Fall River
Filansky, Myrtle	Fitchburg
Gilchrest, Elizabeth J.	Lunenburg
Kwayauskas, Domicelle	Leominster
Leclerc, Alida B.	Worcester
Manning, Dorothy R.	Fitchburg
Metcalf, Alice W.	Brimfield
Millet, Louise S.	Pittsfield
Mills, Harriett A.	Ashburnham
Moriarty, Kathryn H.	So. Hadley Falls
Moynihan, Ruth M.	Maynard
Murphy, Marie A.	Fall River
O'Connor, Roselin S.	Worcester
O'Neill, Bernice C.	Fitchburg
Pernaa, Tyyne M.	Ashby
Potash, Rose	Worcester
Puhakka, Gertrude M.	Fitchburg
Rooney, Mary H.	Lincoln
Shannon, Gladys M.	Fall River
Sheehan, Margaret M.	Fitchburg
Sullivan, Mary E.	Fitchburg
Turcotte, Dorothy A.	Fitchburg
Verderber, Flora M.	Norwood
Waris, Irja V.	Fitchburg
Watson, Ethelyn C.	Leominster
Wickham, Bessie A.	Fitchburg
Ciccone, Mario A.	So. Barre
Cronin, William J.	Worcester
Daniele, Nunzie C.	East Weymouth
Hastings, John W.	Clinton
Lawrence, Alfred C.	Worcester
Maillet, Leo O.	Fitchburg
Morrissey, Thomas F.	Worcester
O'Malley, John C.	Fitchburg
O'Toole, Francis P.	Clinton

Senior Elementary Class Admitted September, 1929

(Two-Year Course)

Babiaz, Felicia C.	Fall River
Bazydlo, Guinevere V.	Gardner
Beaton, Kathryn A.	Cambridge
Boisvert, Lucia N.	Willimansett
Bowen, Olive E.	West Berlin

Broderick, Molly A.	E. Walpole
Bullock, Mary E.	Arlington
Christie, Eleanor M.	So. Dartmouth
Curry, Frances A.	Cambridge
Delaney, Ruth M.	Fall River
Doherty, Catherine G.	Leominster
Doherty, Elizabeth M.	Leominster
Dragone, Elia E.	Everett
Fitzgerald, Katherine M.	Hudson
Fitzpatrick, Dorothy M.	No. Weymouth
Flaum, Shirley I.	Fitchburg
Gould, Marjorie S.	Warren
Healey, Mary G.	Chicopee
Houghton, Arline R.	Fitchburg
Howe, Mary L.	Maynard
Jennings, Mary D.	Clinton
Jodoin, Imelda L.	Worcester
Kennedy, Mona C.	Fall River
Lawless, Mary L.	Somerville
Lennon, Helen M.	Fitchburg
McHugh, Katherine	Newton
McManus, Dorothy E.	Taunton
Meade, Aloyse F.	New Bedford
Mikaelian, Virginia	Chelsea
Misiaszek, Anna A.	Southbridge
Murphy, Carolyn L.	Springfield
Murphy, Madelaine M.	Leominster
Peltier, Edna C.	Chicopee Falls
Regan, Kathryn L.	No. Weymouth
Sherman, Alta M.	Orange
Smith, Madeline E.	Watertown
Steele, Helen D.	Methuen
Suher, Ida E.	Holyoke
Sullivan, Beryl K.	Leominster
Sullivan, Eunice M.	Chicopee Falls
Szmist, Sophie E.	Chicopee Falls
Tierney, Alice C.	Clinton
Tillan, Svea L.	Springfield
Trotsky, Ruthe	Webster
Wade, Lois A.	Springfield
Whitney, Verna M.	Orange

Senior Practical Arts Class Admitted September, 1928

Angino, Jerry R.	Newton Center
Bourdon, Roland A.	Leominster
Branley, William F.	Weymouth
Carlson, Andrew M.	Worcester
Carlson, Clarence H.	Worcester
Clay, George W.	Watertown
Doll, Henry L.	Adams
Friberg, Harold A.	Worcester
Geary, John A.	Somerville
Harris, Edwin M., Jr.	Athol
Hayes, Edward P.	Waltham
King, Jerome B.	Holyoke
Lambert, Adrian E.	Holyoke
MacFarlane, John B.	West Duxbury
Neidel, Howard W.	Easthampton
Oliver, Richard J.	Gloucester
Planchet, Paul J.	Everett
Progin, Nelson H.	Fitchburg

Rice, Edson E.	Worcester
Sautter, William N.	Greenfield
Steuer, Edward G.	Adams
Studer, Albert R.	Greenfield
Ward, Richard A.	Leominster

Junior Class

Junior J. H. S. Class Admitted September, 1929

(Three-Year Course)

Cavanagh, Margaret M.	Cambridge
Chism, Lois M.	Springfield
Cotton, Mary C.	Fitchburg
Coyle, Anna F.	Somerset
Cronin, Ellen M.	Worcester
Daly, Elizabeth G.	Gardner
Falk, Sophie.	Springfield
Fitzgerald, Abigail E.	Worcester
Fitzgerald, Mary C.	Springfield
Flinton, Frances D.	Leominster
Foley, Anne M.	Springfield
Gifford, Helen	Brimfield
Griffin, Margaret E.	Fitchburg
Hackett, Lottie P.	Methuen
Hale, Lois M.	Greenfield
Howard, Dorothy C.	Leominster
Howe, Elaine G.	Bolton
Kerr, Anne M.	Springfield
Knightly, Helene F.	Springfield
Moran, Elizabeth F.	Leominster
Noon, Teresa E.	Clinton
Orlen, Evelyn R.	Holyoke
O'Rourke, Mary A.	Fitchburg
Parkhurst, Marion L.	Fitchburg
Percy, Helen P.	Lunenburg
Remshack, Edith E.	Easthampton
Robinson, Mary	Springfield
Roche, Lucina C.	Milford
Salny, Gertrude	Fitchburg
Tater, Lillian	Fitchburg
Wignot, Hazel E.	Natick
Bishop, Frank S.	Haverhill
Clifford, Edward H.	Worcester
Hopkins, Matthew J.	Chicopee Falls
McKeraghan, Donald C.	Easthampton
Pease, Henry, Jr.	New Bedford
Sullivan, Francis L.	Fitchburg
Whittemore, Alfred L.	So. Hadley Falls

Junior Practical Arts Class Admitted September, 1929

(Three Years and One Summer)

Atkinson, Keith W.	Fitchburg
Driscoll, Wallace T.	No. Weymouth
Dudley, Walter H.	Webster
Egan, Michael J.	Belmont
Eilertsen, Olaf M.	Worcester
Ela, William H.	Millbury
Gero, Marshall D.	Holyoke
Howard, John A.	East Northfield
Johnson, Leonard T.	Leominster
Kosciusko, Adam T.	Auburn

Masi, Charles R.	Franklin
Rainka, John E.	Warren
Reilly, Robert J.	Revere
Smith, James H.	Adams
Sokolosky, Alexander K.	Greenfield
Suomala, Henry W.	Fitchburg
Torno, William H.	Holyoke
Warner, Raymond G., Jr.	Worcester
Wilson, George W.	Adams
Witherell, Carl T.	Arlington

Special Students

Mead, Helen C.	Lunenburg
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Freshman Class

Freshman J. H. S. Class Admitted September, 1930 (Three-Year Course)

Aalto, Sally I.	Fitchburg
Antonelli, Frances P.	Fitchburg
Bachelder, Barbara	Townsend
Beaulac, Mary D.	Fitchburg
Broome, Priscilla A.	Fitchburg
Clark, Mabel H.	Fitchburg
Corrigan, Mary A.	So. Lincoln
Donnellan, Marietta L.	Springfield
Dooley, Margaret M.	Fitchburg
Driscoll, Bernardine I.	Fitchburg
Fallon, Helene C.	Fitchburg
Flynn, Katherine M.	Springfield
Gallant, Margaret M.	Waltham
Gill, Alice	New Bedford
Gold, Helen M.	Holyoke
Hamalainen, Hilja H.	Orange
Hanninen, Toini S.	Gardner
Heinz, Irene	Waltham
Hekkala, Alice M.	Maynard
Hobbs, Jeanette E.	East Princeton
Kozyra, Stefanie	Southbridge
Kumin, Pauline E.	Athol
Landrigan, Alice H.	Cambridge
Lightman, Rose	Pittsfield
Lomax, Mary T.	Fall River
MacLean, Ruth J.	Fitchburg
Madden, Mary T.	Clinton
Matek, Stephanie A.	Holyoke
McGuire, Mae G.	Franklin
Miller, Margaret H.	Fitchburg
Pike, Elizabeth F.	Fitchburg
Schenker, Lillian M.	So. Hadley
Shea, Margaret D.	Fitchburg
Smith, Eleanor E.	Fitchburg
Sullivan, Helena A.	Cambridge
Sullivan, Lorraine F.	Fall River
Tappin, Doris A.	Gardner
Tater, Gertrude	Fitchburg
Wagner, Eleanor M.	Fitchburg
Wartiainen, Sylvia H.	Westminster
Worcester, Ruth L.	Fitchburg
Zack, Minnie A.	Athol
Aho, Olof W.	Ashburnham
Barrows, John F.	East Braintree

Bennett, Warren D.	Charlton City
Boldue, Paul P.	Worcester
Early, Luke J.	Worcester
Hempel, Carl H.	Orange
McGillivray, Kenneth J.	Worcester
McKenna, James W.	Worcester
McLaughlin, Peter J.	Worcester
Parker, Richard M.	Fisherville
Phillips, Gordon C.	Leominster
Shea, Harold S.	North Adams

Special Students

Lawrence, Joseph V.	Fitchburg
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Freshman Class

Freshman Elementary Class Admitted September, 1930

(Three-Year Course)

Bates, Nona E.	Groton
Bunnell, Shirley E.	Holyoke
DelDotto, Florence	Springfield
Donaldson, Bernice J.	Fitchburg
Geiger, Dorothy R.	Fitchburg
Hird, Mary	Fitchburg
Lehto, Miriam	Maynard
Lynch, Rebecca J.	Leominster
McGee, Maude M.	Westminster
Moreau, Yvonne M.	East Templeton
Murphy, Mary V.	Fall River
Rahkola, Toini	North Leominster
Sawyer, Dorothy E.	Clinton
Senesac, Corinne G.	New Bedford
Shultis, Frances G.	Orange
Sullivan, Marguerite M.	Fall River
Sutcliffe, Ruth	Monson
Tikkala, Gertrude L.	Fitchburg
Yoffa, Charlotte	Gardner

Freshman Practical Arts Class Admitted September, 1930

(Three Years and One Summer)

Anderson, Paul I.	Worcester
Avadanian, Charles	Bellingham
Borci, John J.	Worcester
Capone, Domenic	Worcester
Carey, Paul F.	North Worcester
Champney, Arthur G.	Taunton
Childs, John H.	Deerfield
Dacey, Ralph H.	Fitchburg
England, J. Irving	Worcester
Felton, Clifton A.	Bolton
Glennon, John J.	Worcester
Haggerty, John B.	Adams
Hammond, James J.	Fall River
Harper, Arthur L.	Wellesley Hills
Holm, Harry R.	Worcester
Johnson, William W.	Leominster
Kanis, Harry	Lancaster
Kearns, Austin W.	Adams
Larson, Frederick A.	Worcester
Mayo, Ralph C.	Worcester
Melkisetian, Souren	Fitchburg

Ponte, Edward P.	New Bedford
Poutre, Edmond W.	Worcester
Riley, William F.	Worcester
Seymour, Daniel J.	Worcester
Skinyon, Francis P.	Millville
Steeves, Frank J.	Fitchburg
Zukowski, Benjamin F.	Worcester

Summer School Students—1930

Adams, Mary Esther	Maynard
Anthony, Marion F.	Fitchburg
Ashline, Mae	Fitchburg
Austin, Harriet A.	Fitchburg
Baker, Catherine Elizabeth	Leominster
Ball, Clara E.	West Sterling
Ballou, Ada Wishart	Sterling
Barnes, Francis N.	Winchendon
Bartley, Mary Ellen	Fitchburg
Beaton, Kathryn A.	Cambridge
Beaudreault, Marie A.	Fitchburg
Bell, Jean E.	Westford
Beaton, Mildred Katheryn	Littleton, N. H.
Braley, Elizabeth G.	Putney, Vt.
Bowden, Flora L.	Hull
Bray, Catherine Frances	Fitchburg
Brown, Caroline C.	Ayer
Brown, S. Eunice	Wendell Depot
Burnham, Helen S.	West Newbury
Callahan, Helen E.	Whitinsville
Carr, Margaret E.	Leominster
Carrigan, Gertrude Irene	Ayer
Chamberlin, Evelyn	Fitchburg
Cleaves, Alice W.	Harvard
Collen, Paul R.	Orange
Conaty, George H.	Fitchburg
Craig, E. A. Maude	Braintree
Crosby, Mary E.	Derry Village, N. H.
Curry, Ann B.	Cambridge
Daggett, Carrie E.	Whitinsville
Daly, Mary Elizabeth	Webster
Daniele, Louis V.	E. Weymouth
Dawson, Harriet B.	Wallingford, Vt.
Dolan, Joseph M.	Leominster
Dooling, Curtis B.	Fitchburg
Drake, Louise	Townsend
Dwyer, Eleanor R.	South Deerfield
Dyer, Lester J.	Clinton
Elvidge, Charlotte C.	Shrewsbury
Fairbanks, May B.	Clinton
Farrell, Eileen E.	Fitchburg
Farrell, M. Edna	Leominster
Feen, Helen G.	Whitinsville
Fenno, Doris M.	Westminster
Fillback, Edward B.	Fitchburg
Fillback, Waino R.	Fitchburg
Fisk, Irene Anna	Fitchburg
Fletcher, Edith H.	Worcester
Fookes, Ada	Leominster
Gallagher, Mary	Leominster
Garland, Ethel M.	Greenfield
Gentsch, Frederic H.	Clinton

Godfrey, Gladys	Shrewsbury
Grammont, Lina L.	Gardner
Greenleaf, May E.	Dennis
Hall, Elizabeth	Worcester
Handlin, Gertrude C.	Fitchburg
Harmon, Hazel H.	Barre
Harvey, Ellen K.	Townsend Harbor
Hawthorne, Helen M.	Fitchburg
Heery, Julia C.	Shelburne Falls
Hersom, Florence	Fitchburg
Hoye, Eleanor M.	Taunton
Huestis, Leona B.	Oakfield
Jarvela, Lila Sal	Fitchburg
Kerttula, Enni A.	Fitchburg
Keyes, Helen C.	Bondsville
Killelea, Alice	Leominster
Killelea, John E.	Leominster
Kingsbury, Clara O.	Hull
Kingsbury, Wilna B.	Merrimac
Kinney, Ethel U.	Townsend
Laird, Christina	Leominster
Lakso, Edward A.	Fitchburg
Lane, Alice M.	Leominster
Lane, Marion F.	Leominster
Lavery, Beatrice A.	Fitchburg [Conn.
Lewis, Anna	No. Grosvenor Dale,
Love, Nathaniel N.	Littleton
Lunt, Ruth	Whitinsville
Lynch, Loretta C.	Leominster
Lyons, Catherine	Fitchburg
Mack, Helen R.	Quenebang, Conn.
MacIntyre, Lillian C.	Berlin, N. H.
Makepeace, Gertrude H.	Monson
Marble, Mildred L.	Leominster
Markham, Elizabeth F.	Ayer
Marshall, Marion L.	Shelburne Falls
Matthews, Mary F.	Westboro
McHale, Norah H.	Webster
McIntire, Elva L.	Fitchburg
McKennelly, Abby	Hopkinton
McShane, Hannah G.	Uxbridge
Miller, Elizabeth Whelan	Ashburnham
Morin, Adrienne B.	Berlin, N. H.
Morrissey, E. W.	South Deerfield
Mullen, Katherine E.	Coldbrook Springs
Murray, Elsie C.	Berlin, N. H.
Murray, Margaret	Fitchburg
Murray, Mary P.	Fitchburg
Nolan, Louise A.	Fitchburg
Nourse, Elisabeth	Bolton
Nourse, Margerie E.	Bolton
Obea, Carolyn R.	East Pepperell
O'Brien, Charlotte Pauline	Fitchburg
O'Brien, Hazel	Fitchburg
O'Brien, Helen A.	Westfield
O'Brien, Ruth	Fitchburg
Oddy, Laura E.	Littleton
O'Horo, Mary Veronica	Fitchburg
Oliver, Beulah E.	Fitchburg
O'Neil, Julia Gertrude	Ayer
Orlando, Irene B.	Belchertown

Orlando, Madeleine R.	Belchertown
Osgood, Josephine	Orange
Oxford, Walter F.	Fitchburg
O'Toole, Austin J.	Clinton
Palmer, Mary E.	Berlin, N. H.
Parmenter, Bertha M.	Athol
Parshley, Martha E.	Fitchburg
Pease, Muriel	Vineyard Haven
Pitkin, Gwendolyn C.	Westford
Polson, Walter C.	Fitchburg
Potter, Edith V.	Attleboro
Powers, Elsie W.	Leominster
Proctor, Margaret S.	Lunenburg
Provenzani, William	Fitchburg
Quinlan, Mary C.	New Bedford
Ranney, Orlana	Fitchburg
Ray, Josephine	Leominster
Rayner, Doris	Leominster
Reed, Linnie E.	West Sterling
Revell, Ellen M.	Fitchburg
Robinson, Mary F.	Fitchburg
Rollins, Marion	South Lancaster
Russo, Guy J.	Fitchburg
Rutledge, Lillian Russell	Fitchburg
Rynn, Julia F.	Ayer
Salminen, S. Marie	Ashby
Sanford, Pauline B.	Marlboro
Sears, Ellen	East Dennis
Shea, Margaret A.	Boxborough
Sirrine, Helen E.	Housatonic
Slein, Alice G.	Wheelwright
Smith, Gertrude Rugg	Sterling Jct.
Smith, Grace P.	Oak Bluffs
Smith, Josephine Alys	Framingham Centre
Specht, Phyllis B.	Fitchburg
Stewart, Laura M.	Fitchburg
Stone, Grace L.	Greenfield
Strange, Ethel	Assonet
Suhlke, Waldo E.	Fitchburg
Sullivan, Anna L.	Fall River
Sullivan, William J.	Leominster
Suprenent, Dorothy	Fitchburg
Thompson, Annie M.	Oakfield, Me.
Tibbetts, Irene E.	North Truro
Tobin, Margaret	Littleton
Tonseth, Margaret	Lunenburg
Tymeson, J. H.	South Lancaster
Watson, Ruth M.	Moores Corner
Wetherbee, Carrie A.	West Concord
Wheeler, Marjorie E.	Shirley
Whitlock, Lydia	South Deerfield
Whitney, Sadie R.	Ashburnham
Wilcox, Caroline F.	Millbury
Williams, Winnie M.	Beverly
Wilson, Mary E.	Oakdale
Woodward, Marion A.	Greenfield
Woods, Alice	Fitchburg
Wray, Grace I.	Fitchburg
Wright, Mary	Worcester
Young, Ruth Cook	Leominster

Summary—1930-1931

	<i>Women</i>	<i>Men</i>	<i>Total</i>
Senior Class:			
Junior High School Course	34	9	43
Elementary Course	46	..	46
Practical Arts Course . . . . .	..	23	23
	<hr/>	<hr/>	<hr/>
	80	32	112
Junior Class:			
Junior High School Course	31	7	38
Practical Arts Course . . . . .	..	20	20
Specials	1	..	1
	<hr/>	<hr/>	<hr/>
	32	27	59
Freshman Class:			
Junior High School Course	42	12	54
Elementary Course	19	..	19
Practical Arts Course . . . . .	..	28	28
Specials . . . . .	..	1	1
	<hr/>	<hr/>	<hr/>
	61	41	102
	<i>Women</i>	<i>Men</i>	<i>Total</i>
Total Number of Students, 1930-1931	173	100	273
Summer Students, 1930	152	21	173

Practice Schools, 1930-1931

	<i>Girls</i>	<i>Boys</i>	<i>Total</i>
Junior High School	75	89	164
Kindergarten and Grades 1-6	219	236	455
	<hr/>	<hr/>	<hr/>
	294	325	619

FITCHBURG STATE
COLLEGIANA/ARCHIVES
COLLECTION

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